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MI Chapter 9

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Chapter 9 in MI discusses how MI reaches more than just the classroom, it as an application much reach the attention of the entire school. The book calls for the radical change of having all students in all schools taught in the MI format not simply the linguistic style that has purveyed the classrooms. The book mentions the standard argument that too many arts and physical education classes are the first one cut during budget cuts. Multiple Intelligence as a school design would be different in that students would begin their mornings working on things such as, project-centered instruction, and development of a project that includes looking at the multiple dimensions of a given topic. Younger children would be encouraged to go to museums or art and science museums or other hands-on exploratory learning centers. There would be three key members of the staff. The assessment specialist would be focused on developing an ongoing picture of each child’s strengths and weaknesses in the eight intelligences. A student-curriculum broker would serve as a bridge between the intelligences and resources at the school. They would be responsible for ensuring a student was matched with classes that provide instruction in their intelligence strengths. The community resources committee will help to put together programs and assemblies for the students that are based in interdisciplinary themes.

This chapter delivers a very unique approach to schooling. While we have been reading about the MIs and looking at our own, this chapter provides an interesting ‘what if’. If this schools are developed would the students excel as the theory proposes? It would be a very intriguing school to teach at as well as observe to see the MIs fully developed and instituted in learning. Having a guidance counselor that is more focused on our learning intelligences rather than ensuring that we stay within a particular track in school. As a future educator my hope is to not lose the focus of the books we have read that have all shown us a different way to learn, teach and understand our students.